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ABSTRACT

This research summary presents discussions from two regional workshops held in Indonesia and Pakistan in 1989 and 1991, respectively. The focus of the workshops was to formulate prototype instructional materials of population education core messages for primary education, literacy and continuing education programs in the Asia Pacific Programme of Education for All (APPEAL), under UNESCO sponsorship. Chapter 1, "Curriculum Materials Development: Guidelines and Instruments," includes the following sections: (1) "The Integration of Population Education"; (2) "Considerations in Determining Population Education Learning Requirements"; (3) "Issues and Problems in the Preparation and Use of Population education Materials"; (4) "Guidelines in Curriculum and Materials Development"; (5) "Linkages with Different Development Sectors"; (6) "Sample Evaluation Instruments"; (7) "ACCU Experience on Teaching-Learning Materials Development"; and (8) "List of Reference Materials." Chapter 2, "Population Education Core Messages for Integration into APPEAL," contains the following sections: (1) "Population Education Core Messages Developed in Indonesia"; and (2) "Population Education Core Messages Developed in Pakistan." Appendices contain lists of participants for the two workshops. (EH)

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Integration of Population Education in APPEAL

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Volume One
Guidelines for Curriculum and Materials Development

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Introduction

The need to introduce population education core messages in the Asia-Pacific Programme of Education for All (APPEAL) was first recognized during the UNESCO Experts Group Meeting held in 1986, to determine the effectiveness of this programme in improving the quality of life in the region. The UNESCO PROAP Regional Consultative Seminar on Population Education, held in 1986, noted that many countries in the region had not yet integrated population education core messages in their primary, literacy and continuing education programmes, to provide the target groups with opportunities to learn about the nature and scope of population-related problems and issues and their alternative solutions. The seminar recommended that regional seminars in "APPEAL" be convened to develop alternative designs and prototype materials illustrative of population education core messages, in primary, literacy and continuing education programmes.

The same agenda was taken up at the *World Conference on Education for All: Meeting Basic Learning Needs*, held in Jomtien, Thailand in March 1990, and the *Regional Consultative Seminar on Population Education*, held in Bangkok, Thailand in May 1990. Two regional workshops were organized by the UNESCO Principal Regional Office for Asia and Pacific (PROAP) in collaboration with (i) the Directorate General of Non-formal Education, Youth and Sports, Ministry of Education and Culture, Government of Indonesia, at Jayagiri, Bandung from 9 to 20 October 1989 and, (ii) the Primary and Non-formal Education Wing of the Ministry of Education, Government of Pakistan, Islamabad from 20 - 30 May 1991. The workshops were two of the activities approved in the 1989 (for Indonesia) and 1991 (for Pakistan) Workplan of the Population Education Advisory Team, UNESCO - PROAP, financed by UNFPA through PROJECT RAS/86/P13 - Population Education Programme Service (Regional Advisory Team on Population Education.)

Regional Workshop's Objectives:

The objectives of the regional workshops were as follows:

a. To provide opportunities for the exchange of experiences on the integration of population education core messages in in-school and out-of-school programmes.

b. To enable the participants to develop alternative designs for integrating population education core messages in primary education and literacy programmes.

c. To develop prototype materials illustrative of the integration of population core messages in primary education and literacy programmes.

Participation:

The regional workshop held in Indonesia was attended by 14 participants from India, Indonesia, Malaysia, Maldives, Nepal, Pakistan, Philippines, Thailand and Viet Nam. In addition, five resource persons and nine observers from UNICEF and different departments of the Government of Indonesia participated. A list of participants is given in Annex I.

The workshop held in Islamabad, Pakistan, was attended by 13 participants from Bangladesh, People's Republic of China, India, Indonesia, Maldives, Nepal, Pakistan, Philippines, Thailand and Viet Nam. In addition, resource persons from India, Indonesia, Japan, Pakistan, Philippines, and 12 observers from UNICEF, ILO and different departments of the Government of Pakistan participated. A list of participants is given in Annex II.

Based on these two workshops, population education core messages, intended for primary education, literacy and continuing education programmes, were formulated and prototype instructional materials developed. This document (Volume I) presents a summary of discussions at the two workshops. Prototypes of exemplar instructional materials for primary education, literacy and continuing education programmes, developed and tested during the workshops, are contained in Volumes II and III. These materials can be used by different countries in the Region as possible types of materials that can be adopted or adapted to suit their specific needs.

CHAPTER ONE

Curriculum and Materials Development: Guidelines and Instruments

The 1986 Experts Meeting on the Regional Programme for the Universalisation of Primary Education (UPE) and Literacy, *inter-alia*, stressed the need to promote primary education and literacy so that the quality of life can be improved. Otherwise, UPE and Eradication of Illiteracy (EDI) will be difficult to achieve. Many countries have yet to recognise that population education can help make literacy programmes more relevant and functional. The 1990 Regional Consultative Seminar in Population Education noted that in many countries, the teaching/learning materials used in literacy and primary education classes had very little, if any, population-related concepts. In countries where integration of population education concepts has been successfully achieved, there is still a need to ensure the systematic integration of population education messages in appropriate subjects in primary schools as well as in literacy and continuing education programmes.

One of the ways to achieve this goal is through the development of alternative integration designs and prototype integrated teaching-learning materials, for use in primary education, literacy and continuing education programmes (APPEAL).

The Integration of Population Education

In the population education programmes of most, if not all, countries in Asia and the Pacific, a separate course in population education does not appear feasible for primary and secondary schools. In non-formal education, experience has shown that population education acquires a deeper meaning and greater relevance if it is integrated in on-going development programmes, which are of immediate concern and interest to the out-of-school target. Integration, thus, is more effective than having population education as a separate programme.

Integration can be done by incorporating a population education topic in one or more regular subjects in the formal school curriculum or in non-formal education (NFE) programmes. Integration can also be achieved through the infusion of population education topics or concepts in relevant areas within specific subjects or programmes. In some NFE programmes, such as skills development, it may be difficult to identify a relevant area where population education can be integrated. In such a case, population education is introduced as a separate component.

The integration approach has inherent limitations. Whereas, the separate subject approach allows breadth and depth in the treatment of the topic, integration limits the population education concepts that can be taken up. Natural integration is restricted to population education concepts that are related to the contents of the regular subject or programme, to ensure that these are not diluted. Care must also be taken not to overload the regular subject or programme, considering the limited time alloted to it and the fact that it must also convey other equally important social thrusts and concerns.

The integration approach in introducing population education has two pre-conditions, namely, (1) knowledge of the contents of the regular subject or programme, and (2) knowledge of the contents of population education. In most instances, the contents of the regular subject or programme are a known factor. However, the population education contents that will be integrated have to be carefully selected by curriculum and material developers, as population education is a relatively new field and the needs of specific target groups must be addressed.

Considerations in Determining Population Education Learning Requirements

To guide curriculum and material developers in the selection of appropriate and meaningful population education learning requirements and contents, the following considerations should be taken into account.

National population policy

The national population policy contains the country's priority concerns and thrusts, with respect to the implementation of the population programme. It determines the parameters within which the population programme in a country can operate.

Conceptualisation of population education

Conceptualisation provides the goals, concerns, perspectives, and/or definition of population education that a country or programme has adopted. It describes the nature of population education.

Needs of society

In selecting the population education learning requirements, consideration should be given to the social milieu and socio-cultural values of the target groups. Population situations and problems in the social environment of the target groups should be used as a criteria in selecting the contents of population education to be taught and disseminated. Although the population needs and problems in large communities may not be of immediate concern and significance for the group, they should nevertheless be addressed. Developments in the larger society or community eventually affect the lives of other groups in the society. There should be a reasonable balance between the contents that address the needs of a particular target group and those that concern the entire country.

Intended programme targets

The targets of a population education programme include in-school children and youth and/or out-of-school youth and adults. In-school targets include primary, secondary or tertiary school students. The literacy levels of out-of-school youth and adults vary. Some may be illiterate, while others may be semi-literate or literate. The targets also include special interest groups like mothers, farmers, women, and so on.

In determining the population education learning requirements of these groups, consideration should be given to their needs and characteristics, in relation to population education and related issues. This ensures the relevance, usefulness, suitability and acceptability of the population education contents or learning requirements selected for specific target groups.

Core messages developed by the National Population Programme

In some countries, the core or key messages of the National Population Programme, developed in collaboration with participating agencies, are based on the national population policy and the goals and objectives of the programme. This ensures that agencies implementing the national population programme will disseminate standard and salient population messages aimed at the population problems of the country.

Limitation of the integration approach

The integration approach limits the population education concepts that can be integrated in a regular subject or programme. Given the fact that limited population education contents can be incorporated in the curriculum, learning requirements must be selected with care, to ensure the inclusion, of important concepts and messages, which have the potential to produce the desired knowledge, as well as attitudinal and behavioural changes, in the learners.

Issues and Problems in the Preparation and Use of Population Education Materials

The Population Education Unit is not always located in the office responsible for curriculum development in the Ministry of Education. As a result, the development of curricula for regular subjects often disregards the integration of population education. Where integration is carried out, the quality of concepts reflected in the curricula leaves much to be desired, as the integration is done by writers and staff members who do not have sufficient background in population education.

Population education staff must collaborate with the staff of curriculum development offices to ensure a balanced integration of population education in the curricula and textbooks.

When population education is not integrated in the curriculum and textbooks of regular subjects/programmes, but is instead treated in a separate volume, there exists a danger that inadequately motivated teachers and field workers will neglect taking it up. To prevent this problem, the following activities are recommended: orientation/training of users, regular monitoring of the use of such materials, and inclusion of test-items on population education in the examination of students in the formal school system.

In some countries, primary education, literacy programmes and continuing education are the responsibility of different ministries and offices. This results in problems concerning coordination and articulation of population education contents or message. To foster closer links among the people implementing these three programmes, a coordination mechanism or structure, such as a task force, committee or council, should be established

Strategies to Overcome Problems Identified in the Workshop in Jayagiri, Indonesia

Problems	Strategies/Solutions Proposed
1) Conceptualisation of Population Education In some countries, the conceptualisation of population education has not yet been achieved to the desired level. Lack of a clear understanding of the concept and processes of population education hinders the work of curricular planners, leading to a lack of appreciation of the importance of population education in educational programmes at different levels.	Unesco should continue to produce materials as well as organise regional programmes for different countries. In addition, the Population Education Cells/Units of specific countries should organise discussions and workshops, to promote a clearer understanding of the concept and scope of population education and its relationship with educational programmes.
2) Non-availability of experts The lack of trained experts is a serious problem in many countries.	It is suggested that Unesco organise special training programmes to develop expertise, besides directly assisting those countries which need help.
3) Non-identification of core-messages by some countries Some countries have not yet identified the core messages to be incorporated in the curricula and materials at various levels, thus delaying the preparation of such curricula and materials.	Unesco can assist different countries in identifying core messages that are relevant to their own situations. A dialogue between Unesco and these countries is useful. Other international agencies can also be associated with this task.
4) Shortage of trained teachers The successful implementation of population education programmes depends, to a great extent, upon the teachers' ability to integrate the content of population education in the teaching-learning process. This can be achieved if training programmes are organised for all teachers.	It is suggested that teacher training curriculum supported by training materials be prepared in each project. Population education should be included in both pre-service and in-service teacher-education programmes.

5) Shortage of materials

Although the production of materials has been increased in some countries, the number produced is still not sufficient for all users. Also, the distribution channels, particularly for non-formal education, are not always well defined.	Each country needs to examine this issue. The assistance of some international agencies, like ACCU, UNICEF, and so on, should be sought.

6) Over-loading of curriculum

Curriculum experts seek to address matters of national concern. Population education is sometimes considered as another addition to an already heavy curricular load of the students, as well as the curriculum for teacher education.	This issue was well debated at the workshop. It was felt that curriculum revision is a continuous process and new priority concerns will have to be given a place in the curriculum, while the not-so- important or obsolete elements should be discarded. Population education can be meaningfully related to existing curriculum content for different grades. Thus, many messages can be incorporated, without increasing the curriculum load.

7) Decision regarding the integration of population education at primary education level has not yet been taken in some countries

The feasibility and usefulness of incorporating population education content at different levels are still being debated in some countries. There are doubts about the usefulness of its introduction at the primary level.	To overcome this problem, experts can design messages appropriate to different levels of education, including primary education, and to different clientele.

8) Employment of unqualified or unsuitable personnel in population education programmes

In many cases, personnel chosen to implement population education programmes have neither the knowledge nor commitment to promote the programme. An indifferent policy, in regard to selection of personnel, can seriously harm the programme.	There is a need to emphasise appropriate policies for the selection of personnel to enhance the target group's understanding of the core messages, and demonstrate their beneficial effects. Personnel currently working in population education programmes must receive adequate training.

Strategies to Overcome Problems Identified in the Workshop in Islamabad, Pakistan

An area of concern is the overloading of the school curriculum. The question of how population education should be covered remains a serious issue. Many approaches, such as infusion, integration through sub-units and separate sub-units, and co-curricular activities, have been used. Each approach has its own strengths and weaknesses.

The next question relates to the breadth and depth of the population education content to be included in the curriculum. The response varies from country to country depending on their respective situations.

The nature of the content and the form which population education should take in the school curricula is an important question. New concerns, like sex education, AIDS, STD, pre-marital sex and early pregnancy, are emerging. Educators are seeking the most appropriate modalities for their inclusion. This will necessitate constant review and updating. There is also the question of using new materials to enrich population education.

The success of such programmes depends on the leadership and political commitment of the countries concerned, as reflected in the allocation of resources, the level of coordination among various agencies, and their willingness to orientate key personnel in population education. Very often, policies are not supported by appropriate resource allocation and the implementation of activities.

Guidelines in Curriculum and Materials Development

The integration of population education concepts in the curriculum or materials development programme does not guarantee that it will be taught effectively. A teacher or a field worker who has no background in population education will, most likely, not have the commitment and competence to discuss and handle population education matters and issues. Even trained teachers and field workers may find it difficult to teach population education without the support of relevant curricular materials. The availability of appropriate population education teaching-learning materials can contribute to effective instruction in population education.

a. Guidelines

1) Determining curriculum needs

A population education programme, which is designed to influence personal aspects of human behaviour, such as sex preference and desired number of children, should be able to respond to the felt needs and perceptions of the target population. Population education is a crucial need, considering the fact that population-related behaviour bears on the quality of life, particularly in the developing countries in the region, where population growth rate has surpassed economic development and the provision of social services. At the global level,

rapid population growth is adversely affecting the environment. These and other related factors provide a conceptual framework for the development of a population education curriculum, allowing for variations in its conceptualisation.

Since population education is central to the planning process of a country, most countries in the region have formulated a population policy which forms part of the national development plan. The achievement of national development goals hinges largely on the success of the national population plan.

The curricula in both formal and non-formal education reflect national development goals, policies and plans. Because of the importance, urgency and sensitivity of population education intervention, the curriculum should adequately reflect the needs of the community as well as the personal needs of the learners, and should response to their personal goals and aspirations.

To sum up, the parameters of curriculum development in population education cover the following:

a) conceptualisation of population education

b) national policies, development goals, population policies

c) societal values

d) pedagogical principles and considerations

e) community needs

f) individual and family needs

g) technological developments and resource constraints

Within these parameters, certain core messages can be derived through consultations, at the regional level, on key concepts, such as small family size, delayed marriage, responsible parenthood, population planning for environment and resource conservation/ development, re-orientation of population-related beliefs and values, and the enhancement of the status of women.

To ensure that curriculum development reflects community as well as individual needs, the following activities are recommended.

a) survey

b) consultative dialogue

c) interview

d) observation

2) *Developing curricula and materials*

Curriculum development normally involves the following steps:

a) situation analysis and problem identification

b) definition of educational objectives

c) elaboration of content areas

d) identification of teaching methods and learning experiences

e) sequencing and grading of content

f) evaluation of learners

There is growing concern about the quality of educational interventions. The point is, while all the necessary steps may have been taken, there is no guarantee that the desired change in behaviour will occur. The following factors contribute to the quality of educational interventions:

a) clear statement of expected outcomes, in the form of competencies

b) validation of content in accordance with the expected competencies

c) quality of learning material and its accessibility

d) competence and motivation of the teacher

e) increased learners' participation in the curriculum

3) *Use of teaching-learning materials*

Population education is a special kind of intervention and should not be handled in a conventional manner. Population education messages should be conveyed in a way that fosters attitudinal change and value orientation, while enabling the learner to engage in self-analysis for the purpose of taking far-reaching decisions about himself or herself. The material to be used should provide ample opportunity for learners' participation.

Particularly in the case of adults, it may not be possible to make population education synonymous with the imparting of literacy. It is, therefore, all the more important that the materials used are presented in a way which allows maximum opportunity for the learner to react to them. In preparing materials for adult learners, it is important that they be provided with self-contained learning units. This is because adult learners do not regularly participate in the programmes and the availability of self-contained units will encourage them to make the best use of their time in adult literacy centres.

The materials to be used should provide guidelines for their use.

b. Preparation of Curricula and Materials

The following general principles need to be observed in the preparation of population education curricula and materials:

1) ***Curricula and teaching-learning materials should be based on the needs and problems of the target audience.***

The intended targets will find the curricula and materials meaningful and useful if these address their needs and problems.

2) ***They should be appropriate to the age, maturity, interest and ability of the target audience.***

The curricula and materials will be interesting, understandable and acceptable to the learners if these are suited to their characteristics.

3) ***They should contribute to the development of population education goals in particular, and to national development goals, in general.***

More than achieving population education goals, the curricula and the teaching-learning materials should contribute to the development of national development goals.

4) ***They should reflect local situations and/or make use of local resources.***

The learners can identify with the curricula and the materials if these make extensive use of local situations and resources.

5) ***They should make the learners active rather than passive participants in the learning process.***

The curricula and the materials should be presented in a manner that encourages the participation and involvement of the target audience. This contributes to effective teaching and learning.

6) ***They should be flexible enough to allow adaptations and modifications to suit local situations, changing needs, trends, and new developments/knowledge.***

Curriculum development is a dynamic process. Adaptation and revision should be made as needs, conditions and developments call for them. Some areas or themes have to be emphasised at certain points.

7) ***Learner involvement and participation in curriculum and material development must be maximised.***

Whenever feasible the participation of the target audience should be encouraged, from the identification of needs to the selection of types of materials, the actual writing for older out-of-school targets, to pre-testing.

8) As much as possible, a multidisciplinary team of writers should be involved in curriculum and materials development.

Programme implementors at different levels and specialists indifferent fields, including research and evaluation and the production of artwork, should comprise the team of material developers, to ensure the quality of the contents, the presentation style, and artwork.

c. Steps in Developing Integrated Curricula and Materials

The following steps should be followed in developing integrated curricula and instructional materials in population education:

1) Determine the needs and characteristics of the target group.

The needs include problems and difficulties which affect the quality of life of the target group. Problems and needs should be categorised under different levels, e.g. individual, group community, and national. The characteristics of learners refer to socio-economic and demographic information, e.g. age, marital status, religion, language, occupation, income, number of children and other data which have relevance to the thrusts and concerns of the programme(s), for which the curricula and materials are being prepared.

The identification (or survey of needs and characteristics) may be conducted in various ways which may be classified as: a) conventional; and b) non-conventional.

a) Conventional method. Two techniques, observation and interview are suggested under this method. Observation is a technique whereby the observers, including curricula and material developers, visit the village or community of the target audience and closely observe their living conditions and situations.

Interview is a process of getting information by asking questions from different members of the community, such as community leaders, government officials and other prominent and influential people, including the target audiences themselves. There are two kinds of interviews: *structured and unstructured*. Open-ended unstructured interview allows the interviewer to know the interviewees' feelings and attitudes and the real causes of their problems. However, it yields less uniform and less readily quantifiable data, than a structured interview does. The results of a structured interview are easier to process but may not be very valid, for their very structure tends to restrict and influence the responses given.

Observation and interview questionnaires are used as tools and instruments.

b) Non-conventional method. In many cases, data gathering using only the conventional method is insufficient. In order to know the felt needs of the target group better, the non-conventional method is used, in addition to observation and interview.

The following techniques are examples of the non-conventional method.

i) Search Conference

Local leaders discuss, as a small group, the situations and problems of their community and how they can solve these problems by themselves. The problems and needs identified in a search conference are of immediate concern to the community.

ii) Participatory Approach

This technique is useful in studying the perceptions of the community about their problems and situations. A researcher visits the community and stays with the villagers for a period of time, recording what goes on in the village. The felt needs and problems are drawn from the daily lives of the people, based on observation, diary records, interviews, direct contact, and so on.

iii) Single Poster Approach

A picture of a village situation is shown to a group of villagers. They are asked about the problems they see in the picture. Each problem is discussed to determine whether it reflects what is happening in the villagers' lives.

Data analysis starts after the villagers' needs, characteristics and other pertinent information have been gathered. Their needs, characteristics and problems are identified and classified. One way of doing this is through the NP approach. Their knowledge, attitudes and behaviour, with respect to the programme, can then be determined.

2) Prioritise problems and needs of the target group.

It is possible that a long list of problems maybe identified. However, many of these may not be population related problems and are therefore not of primary concern to population education. Even if all the problems listed turn out to be population education concerns, they would still have to be prioritised as resource constraints will limit the number of problems that can be addressed.

3) Formulate educational objectives based on the identified needs and problems of the target audience.

The needs and problems of the target group have to be translated into educational objectives to provide direction and goals to programme implementors. The objectives may be general or broad. Specific objectives, in relation to instruction, include the expected knowledge and attitudinal and behavioural changes in the learners. These objectives should be definite, measurable, observable, result-oriented and time-bound, so that they can be achieved effectively.

4) Determine the curriculum contents and sequence them.

The contents should be based on the objectives. As in most cases population education is only integrated in selected subject areas, concepts/core-messages should be selected according to their importance.

The contents selected should then be *sequenced* in some kind of order: logical, psychological, or chronological, so that their arrangement is progressive, allowing ease of transition from one topic or concept to another.

5) Identify the subjects in the school curriculum and the NFE/APPEAL programmes in which population education will be integrated.

To integrate population education in APPEAL, the relevant components of APPEAL, in both the formal and NFE sectors, must first be identified. Once this is done, the contents of the subjects and programmes are studied, to determine the entry points for the integration of population education concepts and core messages.

6) Determine specific population education objectives and contents that will be integrated and for which specific materials have to be developed.

If the identified population education contents and core messages cannot all be integrated because of the limited time and the insufficient number of entry points, the selection should be restricted to those that will yield the most effective results. Purposeful, practical and realistic contents, suited to meet the needs of the target audience, should be given priority.

7) Identify the specific type and format of materials to be developed.

Before making a final selection of the contents and materials, existing materials in population education should be reviewed. This will maximise use of resources and prevent duplication of materials. Efforts need to be directed to developing materials that supplement and complement existing ones.

The type and format of materials affect the communication of the message and contents. The selection of type and format should be based not only on existing materials but also on the literacy level of the target audience and their interests.

The materials may take the form of stories, posters, cartoons, comics, pamphlets, charts, booklets, leaflets, radio/TV scripts, audio cassettes, films, slide tapes, and so on.

8) Write the first draft of the material.

The actual writing of the material may be done by a workshop group of programme implementors and specialists, by the staff of a programme, or by commissioned writers.

The content, language and style of presentation should suit the needs and characteristics of the target audience. The presentation should be simple, short, direct and clear. The materials should pose problems and motivate the learners to get involved.

9) Prepare illustrations and other art/graphic work.

Illustrations should not only sustain the interest of the learners but should also aid their comprehension. Illustrations can bridge the gap between the spoken and written language. Other useful tips on the preparation of illustrations are as follows:

a) Make them attractive, interesting and enjoyable.

b) Present them simply, clearly and accurately.

c) Illustrations, whether they be sketches, abstractions, or cartoons should be easy to recognise.

d) Illustrations should conform to the surroundings and culture of the target audience and should portray occupations and concerns that are familiar to them.

10) Review the draft material

The draft material may be reviewed by material developers, their colleagues and/or a panel of subject specialists or experts. The evaluation is directed toward assessment of content validity, style of presentation, language or vocabulary used, art work and other technical and physical aspects.

An evaluation questionnaire and checklist may be used to systematise the review of materials.

The findings of the review are used as basis for the revision of the material.

11) Translate the material in the language of the target audience.

Care must be taken that the meaning/essence of the material is not lost in the translation.

12) Pre-test or field test the material using a sample of the intended users.

Pre-testing enhances the potential effectiveness of the material. The pre-test involves (a) *developing a pre-test design* (place and date/time, sample respondents, pre-test instrument and personnel involved); (b) preparing, pre-testing and finalising the instrument; (c) administering the instrument; and (d) analysing and interpreting responses.

The materials should be pre-tested in terms of comprehensibility, attractiveness, acceptability, and suitability of contents/themes, language, illustration, format, style and other components.

13) Revise the material as needed

The results provide a basis for the revision or replacement of certain components of the material.

Some experts arbitrarily recommend that if 50% to 60% of the respondents consider parts of the material incomprehensible, unattractive, unacceptable or unsuitable, corresponding revisions/changes should be made.

d. Utilisation and Distribution of Population Education Materials

The distribution and utilisation of materials are as crucial as materials development and production. To ensure that the materials reach their intended targets and are utilised effectively, the following measures may be adopted:

1) Prepare a user's guide to accompany the material.

The user's guide should indicate, *inter alia*, the target audience of the material, objectives of the material, message, and teaching hints or tips.

2) Brief the teachers or facilitators, as well as their immediate superiors and supervisors, on the use of the materials.

Face-to-face orientation or briefing can acquaint the teachers, field workers or immediate supervisors with the content and use of the materials. If this is not possible, an audio cassette recording of the briefing can be used.

3) Prepare a distribution and utilisation scheme or plan for the material.

This may include a distribution list, a schedule of use of the materials, suggestions for their effective use, cost of distribution, channels for storage and distribution, accountability and ownership, and so on.

4) Disseminate or distribute materials to intended users.

Copies of integrated curriculum in population education may be provided to curriculum centres and writers so that the contents can be included in the regular curriculum, textbooks, examinations and/or programmes. This is especially urgent when major curricular revision or textbook preparation is underway.

NFE materials may be distributed to or through:

a) NFE centres at different levels.

b) Public libraries and village reading centres.

c) Residences of village leaders, leaders of housewives' groups, and other groups.

d) Neighbourhood stores.

e) Mailing directly individually to the target audience.

f) Mobile reading units or vans.

Information about the availability and acquisition of NFE materials can be disseminated through leaflets, radio, TV and other media.

Whether materials are intended for formal or non-formal education targets, the distribution scheme should give priority to remote rural areas, where resources are more limited.

5) Monitor and evaluate material distribution and utilisation to ensure that feedback can be gathered to improve both. Community leaders and members should be involved in the monitoring and evaluation efforts.

Linkages with Different Development Sectors

Population programmes are multisectoral and interdisciplinary, involving such sectors as planning, population, health, social welfare, rural and local government, women affairs, information and education, media, and so no. In terms of disciplines, population programmes involve interventions from the health, education, and sociological/anthropological sectors. The target clientele of various agencies and programmes in these sectors are similar. Logically, therefore, they should work together.

To ensure the effectiveness of the population programme, various inputs from different departments are made in a co-ordinated manner and are aimed at a common goal to improve the quality of life by rationalising population growth.

In this context, effective and operational linkages – horizontal and vertical – are established at different levels among various functionaries of the population programme.

The more effective the linkages, the more viable the programme will be. Rural development, health, population and other programmes have to include an education component, wherein professional educators can make significant contributions in curriculum and materials development and in the training of personnel. Technical inputs from medical doctors, demographers, and other experts are needed in the design of population education programmes.

Community involvement at various levels in also needed. Community leaders, for example, can motivate the teachers and students to work towards improving the quality of life.

Linkages among the various departments should be established at all levels, i.e. local, provincial and national. Governmental and non-governmental agencies should be involved in the programme. However, certain gaps remain in the educational system. For example, some supervisors are not aware of the various dimensions and requirements of a population programme and are not able to provide facilities and support to ensure programme effectiveness. An excellent curriculum and training for implementors and facilitators will not on their own ensure success. The programme should be understood and supported by local governmental authorities.

Other than educational factors, the quality and relevance of population education depends on external factors, such as:

a) Support of local government, religious and youth leaders, and so on.

b) Existence and utilisation of various resource – social, financial or material.

c) Readiness of non-educators to mobilise various types of assistance in the context of APPEAL.

d) Management of linkages with other sectors encompassing the following broad concepts:

   1) Coordination with other related agencies

   2) Integration in existing programmes

   3) Community participation

   4) Technical/financial support

   5) Commitment, both open and vocal, and political will

   6) Institutionalisation of population education, implying recognition by other institutions.

To achieve tangible results using appropriate linkages, it is necessary to initiate:

a. information, communication and orientation activities using relevant supra-structures as well as infra-structures; and

b. mechanisms for collaborative and co-operative action in curriculum development, training of personnel (teachers, facilitators, managers, evaluators, and so on), programme implementation, monitoring and evaluation.

Sample Evaluation Instruments

The following is a set of sample instruments for evaluation. Data to be collected concern the general socio-economic conditions of a community and individual families, population education problems or issues concerning attitudes, social relationships and so on. These are only samples and are meant to be used as *guidelines*.

a. Sample Evaluation Sheet

	To a great extent	To some extent	Not at all
1. To what extent do you find it interesting?	____	____	____
If not, why?	_____		
2. To what extent do you find it understandable?	____	____	____
If not, why?	_____		
3. To what extent do you find it useful?	____	____	
If not, why?	_____		
4. To what extent are the illustrations clear?	____	____	____
If not, why?	_____		
5. To what extent is the language easy to understand?	____	____	____
If not, why?	_____		

QUESTIONNAIRE-A

Name of Village/Community:
Date of visit
Education:

1) How many members in your family could not receive an education?
Why?
2) Is there any adult literacy centre in your village/area?
   a) for males
   b) for females _____
3) Are you interested in female education?
Why?
4) Why are girls in your village unable to continue their education beyond Class-V?
5) Do you think the present education system is useful for you and your children?

Health:

1) What are the common diseases in your village/area? Indicate the main causes.
2) How do you get your patients treated?
3) Is pure drinking water available in your village?
4) What is the system for the disposal of dirty water in the homes? In the village?
5) What arrangements have you made to ensure cleanliness in your village?

Agriculture:

1) How much land do you cultivate?
2) What crops do you grow?
3) How do you sell your products and goods?
   a) In the village
   b) In the market
4) Do you receive farm inputs in adequate quantity?
5) Do you have sufficient irrigation water?
6) Is your farm income sufficient for your family needs?

QUESTIONNAIRE-B

Name of village:
Date of visit:

a) *Contents Area:*
   - Education
   - Agriculture
   - Health
   - Others
b) *Target:*
   1) Male/Female
   2) Age
   3) Occupation
   4) Literacy level

1. Would you like to read any reading material?
If yes, why? _____
If no, why? _____
2. Tell us about the most serious problems or needs which you face everyday in this village. Cite at least three items.
Explain why these problems are serious. Describe the problems in detail.
_____
_____
3. Do you have any suggestion or idea as to how they can be solved?
If Yes, please describe this in detail.
_____
4. What kind of reading materials or literacy activities do you like?

b. Sample Baseline Survey Form

Name of village: _____

I. *General information*

Please check appropriate answer in the space provided:

Respondent type

_____ family head
_____ spouse
_____ dependent child
_____ other

Marital Status

_____ single
_____ married
_____ widowed/
_____ separated

Religion

_____ Buddhist
_____ Confucion
_____ Hindu
_____ Muslim
_____ Protestant
_____ Catholic
_____ Others
(specify)
_____

Family record

Name of family members	Relationship to family head	Age	Sex	Education	In-school	Out-of-school

Total number of persons in the family: _____ persons

If respondent is married, age at marriage: _____ years

Occupation: _____

Main source of income: _____ Monthly income from source: _____

Other sources of income: _____ Income from other sources: _____

Total monthly income from all sources _____

II. *Views on population, communication and related topics*

	Yes	No	Don't know	No comment
1. Is your family income adequate?				
2. Do you have any knowledge of family planning?				
3. Do you practice family planning?				
4. Are you in favour of early marriage?				
5. Are you in favour of a large family?				
6. Have you ever discussed with your spouse the number of children your want to have?				
7. Do children provide security in old age?				
8. Do children come because of the will of God?				
9. Do you think your country is over-populated?				
10. Do you have reading materials relevant to population or population education at home?				
11. Do you listen to the radio?				
12. Do you have time for recreation?				
13. Do you have adequate recreational facilities?				
14. Have you attended any seminar, workshop or lecture on population education?				
15. Do you think population education can help improve the quality of family life? (Standard of living, education, nutrition, general health)				
16. Are there any existing organisations in your community? (Welfare, civic, religious)				

III. *Problems and solutions*

1. What are the main problems in your village?

   _____

   _____

   _____

2. Is the community undertaking any efforts towards the solution of these problems?

   _____ Yes _____ No _____ Don't know

   If not, why not?

   _____

   _____

   _____

c. Sample Evaluation Instrument Questionnaire for Population Education

Name of Respondent:

Name of Village/Area

The following statements are about population education. Read each one carefully. Mark the box 'T' if the statement is *true* and 'F' if it is *false*.

1. Population increases that are not due to migration can be attributed to the high birth rate compared with the death rate. ☐
2. Industries bring growth and progress to a nation without polluting the environment. ☐
3 Throwing your garbage into the river is good for the fish. ☐
4. Health workers are needed in a village to promote healthy living among the community members. ☐
5. The low death rate in a village can be attributed to good health and sanitation in the community. ☐
6. The low incidence of epidemic diseases in a village can be attributed to good health and sanitation. ☐
7. The movement of people from the village to the city generally results in:
   a) insufficient housing for immigrant families ☐
   b) large-scale unemployment in the cities ☐
   c) insufficient educational facilities for immigrant children ☐
   d) insufficient social services ☐
   e) urban slums ☐
   f) increased numbers of old people in the rural areas ☐
8. Postponing marriage is an acceptable solution for reducing population growth. ☐
9. Practising family planning means foregoing sexual pleasure. ☐
10. Family planning is intended not only for those who would like to space and limit their children, but also for those who would like to have children. ☐

ADDITIONAL INFORMATION TO BE COLLECTED DURING SURVEY OF THE COMMUNITY

Name of Respondent:

Name of Village/Area:

1. Do you agree with the population education programme as a whole? Yes / No
2. If you agree, are you committed to it openly? Yes / No
3. If so, do you organise population education programmes on your own? Yes / No
4. If you do not agree with the population education programme, name the components which you disagree with.
5. Are there community organisations in your area that are engaged in population education?

   _____

   _____

   _____
6. What kind of relationship exists among various community organisations? Good Fair Weak
7. What types of assistance or cooperation are being provided by community organisations to promote population education?
   - Financial
   - Provision of facilities
   - Supply of materials
   - Management and creative service
   - Technical assistance
   - Others

ACCU Experience on Teaching-Learning Materials Development

The Asian Cultural Centre for Unesco (ACCU) is a non-profit-making organisation for Asia and the Pacific, established in 1971 in Tokyo, Japan by private sector groups with the full support of the Government of Japan and in co-operation with UNESCO.

ACCU carries out regional co-operative programmes in the field of literacy, book development and culture, in co-operation with Member States in the region and UNESCO. In recent years, literacy programmes have become the focus of major support.

Since 1980, ACCU literacy programmes have been conducted with the full co-operation of participating countries n Asia and the Pacific, and with substantial support from UNESCO Headquarters and the UNESCO Principal Regional Office of Asia and the Pacific (PROAP). These programmes concern two main fields:

a. Development of materials for neo-literates

b. Training of experts in the development of materials for neo-literates

Sixteen countries participate in these programmes, namely Bangladesh, Bhutan, China, India, Indonesia, Iran, Laos, Malaysia, Maldives, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand and Viet Nam.

a. Development of Materials for Neo-literates

1) Asia-Pacific Joint Production of Prototype Materials for Neo-literates (AJP)

AJP prototype materials in English are produced with the co-operative effort of experts from the participating countries in the region. Their contents are closely linked to the goal of improving the quality of life, and responding to the needs and problems identified through field surveys in the rural areas. AJP prototypes undergo several field tests in different villages/communities in the region. As a result, they are easy to understand and are attractively presented.

The prototypes are distributed to the participating countries. To date 41 kinds of prototypes have been produced.

2) National versions adapted from AJP prototype materials

The participating countries are expected to produce national versions of AJP prototypes, after making necessary modifications to illustrations and texts, based on their respective needs and situations.

More than 120 national versions have so far been produced in 16 languages in 12 countries, namely Bangladesh, China, India, Indonesia, Laos, Malaysia, Maldives, Nepal, Papua New Guinea, Philippines, Thailand and Viet Nam.

In order to facilitate the mass-production of national versions of AJP prototypes, ACCU provides requesting countries with a set of positive films for colour printing and some financial assistance.

Literacy follow-up materials produced under the Asian-Pacific Joint Production Programme of Material for Neo-Literates in the Rural Areas (1981-1990)

Format / Category	Booklet	Poster	Games	Selected media	Total
1. Health-1 Sanitation		- Sanitation - Everyone's Water - Charcoal Water Filter - Let's Wipe out Worms - Let's Make the Home Clean		- Pit Latrines for a Clean Village (picture story-telling)	6
2. Health-2 Nutrition	- Baby's Food - Mari and the Festival - Let's Eat Vegetables		- A Balanced Diet (rotating piechart) - Nutrition (card game)		4
3. Production	- Grow Mushrooms - Raising Chickens - Bamboo Handicrafts - More Income from Tree Planting	- Home Gardening - Tree Planting	- Let's Plant Trees (step by step game)	- Poultry for Additional Income (slide kit)	8
4. Science	- Use of Gas from Daily Wastes - Fish Needs a Lot of Oxygen	- Do You Know Numbers? - Let's Safely Use Electricity - How to Improve the Well System			5
5. Culture			- Around Asia and the Pacific (Sugoroku) - Animal Sugoroku - Proverb Card Game		3
6. Social and General	- The Life of Water - Cooperative for Better Life - Useful and Simple Knowledge for Everyday Living - Why Literacy for Women	- Let's Read - The River and Us - Public Pollution Inside Buses	- Building Up a Happy Community (Sugoroku game) - Let's Repair Our Village Road (endless strip) - Good Use of Water (jigsaw) - Women Literacy (box puzzle)	- Water in Everyday Life (slide kit) - Let's Form a Co-operative (cassette drama/ radio programme) - Water in Everyday Life - Save the Village (Puppet)	15
Total	12	13	10	6	41

b. Procedure for the Development and Production of Teaching-Learning Materials

1) Field Survey

The first step in the development and production of materials is to collect necessary data concerning the problem of the target group.

Identification of the problems and the needs of the target group through a field survey is very important, as these become the basis for the materials to be prepared.

Consideration should be given to certain point in surveying the needs of the target learners prior to the production of materials. These are as follows:

i) *Clearly identify the survey goals*: decide upon the survey content in detail before beginning the survey itself. (Unclear or incomplete content planning can cause the survey to fail.

ii) *Clearly identify the target group*: take into account the following classifications: (a) male/female, (b) occupational group, (c) age group, (d) region or location of residence, and so on.

iii) *Clearly identify the survey method to be used*: consider the following:

(a) observation,

(b) interview – structured or unstructured,

(c) distribution of questionnaire to be filled out,

(d) non-conventional methods such as group discussion and participatory approach.

A careful consideration of the nature of the target group and its situation enhances the effectiveness of the materials.

2) Data Analysis

The results of the field survey should be correctly analysed noting the learners' needs and problems and establishing priorities.

The NP Method (New Participatory Method) is useful in data analysis and in identifying the needs of target groups.

3) Material Development

a) Selection of theme

Theme selection should be based on the problems and needs identified, incorporating the opinion of the content specialists.

b) Selection of format

Format is very important. Appropriate formats can effectively convey the meaning of the content to the learners. In selecting formats for the materials, take into account the level of literacy of the learners, their conditions and location, the methods of presentation, production costs and so on.

c) Topic selection

The following principles should be used as guide in selecting the topics.

(1) The topics should be simple, easy, short, direct and clear.

(2) Present them in commonly used language or in the mother-tongue of the users.

(3) The topics should provide a source of motivation, while also being attractive.

(4) They should be related to the overall content of the material and should make the content easy to understand.

(5) They should be able to make difficult information interesting.

(6) They should be reflective of the problems and needs of the target audiences.

(7) They should be related to cultures and a sense of national awareness.

(8) They should convey the concept and content of the materials.

(9) They should pose problems and situations for the target audience to resolve.

(10) They should be presented in a way that encourage the participation and involvement of the target audience.

d) Content arrangement

The contents of the materials should embody the objectives of the programme and cover the three domains of learning: cognitive (knowledge), affective (feelings), and psycho motor (acting and doing). Various studies suggest that the contents should also be purposeful, practical and realistic, to satisfy the needs of the target group.

e) Illustration preparation

In developing materials, especially books, the space devoted to illustrations is important. Illustrations sustain the interest of readers and aid their understanding. Illustrations can bridge the gap between the spoken and the written word.

As best as possible, illustrations should:

(1) be attractive, interesting, and enjoyable.

(2) be simple, clear, and accurate.

(3) be recognisable to the target group whether they be sketches, abstractions, or cartoons.

(4) conform to the surroundings and culture of the target group and should be appropriate to occupations found in the group.

4) Field Testing

To ensure the effectiveness of the materials, field test them following the steps listed below:

(a) Thoroughly study the field data collected, as well as various details concerning the leaders and survey participants.

(b) Prepare the facilitators well, enabling them to acknowledge the participants' needs and characteristics, including their specific and traditional beliefs.

(c) Let the facilitators practise their presentation of the materials several times until they feel confident of their ability.

(d) Prepare evaluation sheets and test them for credibility, reliability, and clarity.

(e) Present the learning materials to the target groups, according to the steps previously given.

(f) Evaluate the learning materials in terms of clarity, simplicity, language, illustration, relevance of theme and topics, communication of message, styling and format, to determine whether they interest, impress, and attract the target groups or not.

Various forms of evaluation techniques may be utilised (e.g. questionnaire, observation, seminar, discussion and question-answer session, and so on.)

(g) Analyse and discuss the evaluation results to weigh the advantages and disadvantage of the learning materials.

(h) Correct and adapt the learning materials in the most effective way.

5) Revision of Materials

Based on the results of the field test, revise or modify the developed material, prior to its mass production.

List of Reference Materials

The materials listed below may be used in curriculum development, teaching-learning methodologies, integration approach and evaluation strategies in population education in various countries in Asia and the Pacific.

a. Papers by Resource Persons

1) D.V. Sharma, Material and Curriculum Development in Population Education: Some Suggestions.
2) Santoso S. Hamijoyo, The Second Stage in the Development of Population Education.
3) Santoso S. Hamijoyo, Population and Family Planning Education in Indonesia.
4) Carolina S. Guerrero, Proposed Working Paper for the Technical Working Group Meeting in Islamabad.
5) ACCU, ACCU's Experience on Teaching-Learning Material Development through Regional Co-operation.

b. Brochures, Newsletter, Teaching Methodologies.

1) PES brochure
2) Newsletter No. 30, 31 and 32
3) Newsletter No. 29
4) Family Life Education, Package 1
5) Sex Education, Package 2
6) Population Education in Non-formal Education and Development Programmes – A Manual for Field Workers
7) Population Education in Health and Home Economics, Mathematics, Science, Social Studies, 4 Vols.
8) Family life and sex education, abstract – bibliography
9) Management, planning and monitoring population education programmes; abstract – bibliography
10) Training in out-of-school population education; abstract-bibliography
11) Cost-effectiveness of training modalities in population education
12) Information networking in population education
13) Manual for repackaging of information on population education

14) Inquiry approach: teaching methodology (*video cassette*, teacher's guide and exercise workbook) – VHS PAL system

15) Population education for special interest groups through selected development sectors; draft final report of a Regional Training Workshop, Islamabad, 20 April – 2 May 1987

16) Development of curricular materials integrating population education in non-formal education programmes; report of a Regional Workshop, Los Banos, Laguna, Philippines, 3-21 November 1980

17) Learning experiences in population education, Vol. II: For the formal education system

18) Learning experiences in population education, Vol. III: For the non-formal education system

19) Report on the Integration of Poped into APPEAL, Report of Bandung Workshop, in 1989

c. ***Report, Curriculum, Guidebook.***

1) Bangladesh Education Extension and Research Institute. *Population education curriculum for classes IV to XII*. 57 p.

2) India. NCERT. National Population Education Project. *Evaluation report: curriculum and textbook lessons in population = Maharashtra*. 43 p.

3) State Council of Educational Research and Training, Population Education Cell, Tamil Nadu. *Population education curriculum for schools*.

4) Indonesia. National Family Planning Co-ordinating Board. *Population Education in Indonesia*. 64 p.

5) Malaysia. Curriculum Development Centre, Population Education Unit. *Population Education for Malaysian Schools: rationale, scope and content*. 1981. 1 Vol.

6) Thailand. Curriculum Development Centre. *Curriculum outline*. (folder)

7) Unesco, Paris. *Study of the contribution of population education to educational renewal and innovation in the Salvador, Korea, Philippines and Tunisia*. 206 p.

8) *Development of curriculum materials integrating population education in non-formal education programmes: report of Regional Workshop, Los Banos, Philippines*, 3-21 November 1980. 1 Vol.

9) *Population education for special interest groups through selected development sectors: draft final report of a Regional Training Workshop. Islamabad*, 20 April - 2 May 1987. 1 Vol.

10) Sierra Leone Home Economics Association. *Report on the development of sample teaching guides for family planning/population education in home economics* 100 p.

11) (Learning packages on population education for illiterates). 6 blue folders – some with casettes tapes.

12) *Report of 1990 Planning Meeting on Asian/Pacific Joint Production Programme of Materials for Neo-literates in Rural Areas*, Tokyo, 12-15 March 1990.

13) *National Workshop on the Preparation of Literacy Follow-up Materials in China*, 1-10 September 1987. Report.

14) *Report of 1988 Planning Meeting on Asia/Pacific Joint Production Programme of Materials for Neo-literates in Rural Areas*, Tokyo, 25-28 February 1988.

15) UNESCO/PROAP. APPEAL, Training materials for literacy personnel, Nos. 1, 2, 5, 6, 7, 8, 9.7 vols.

16) UNESCO/PROAP. *Literacy curriculum and materials development: portfolio of literacy curriculum.* 2 packets (7 vols.)

17) UNESCO/PROAP. *Illustrated literacy material: some samples.*

18) ACCU. *Grow mushroom for more income* (picture book)

19) ACCU. *Use of gas from daily wastes.* (picture book)

20) ACCU. *Women's literacy for happier and healthier life* (picture book)

21) ACCU. *Pit latrines for a clean village* (picture story-telling – folder)

22) *Charcoal water filter for drinking water* (chart)

23) Sanitation (chart)

24) ACCU. *Useful and simple knowledge for everyday living* (Flipchart)

25) ACCU. *Let's plant trees*

26) Guide book for development and production of materials for neo-literates.

27) Guess what I am doing.

28) Report of the National Workshop on the Preparation of Literacy Follow-up Materials in Pakistan, Islamabad, 12-21 September 1989.

29) ACCU/UNESCO PROAP. Selection from literacy materials in Asia and the Pacific.

CHAPTER TWO

Population Education Core Messages for Integration into APPEAL

The "permeation" approach often leads to the non-inclusion or dilution of population education contents in the curriculum and textbooks. In cases where population education contents are not integrated in the curriculum and textbooks, they may not be given their due importance by teachers, some of whom may not be properly trained nor motivated. Some may ignore the main population education concepts altogether. If the main trunk of a tree falls, the branches crumble. Likewise, if the major concepts or what may be called the "core messages" are lost sight of, then a correct understanding of the population problem cannot develop. Population education will not achieve its desired impact. It is vitally important to ensure that textbooks include core-messages of population education.

Including population education contents them in curricula and textbooks of insignificant or less-relevant subject areas will not help achieve the objectives of population education. As old and new fields of knowledge place greater demands on the expansion of the primary school curriculum, the selection of core-message must be done very carefully.

Based on carefully formulated criteria for content selection, the extensive range of literature and materials on population education is closely screened. Rigid application of the content-selection criteria will yield the main "core-messages" which are broken down into sub-messages.

1. Population Education Core Messages Developed in Indonesia

Based on available materials and experiences in integrating population education shared in several UNESCO and country meetings, the workshop held in Jayagiri, Indonesia identified the core messages for integration in the primary school, literacy, and continuing education programmes.

a. Integration of Population Education Core Message in the Primary School Curriculum

Objectives	*Core Message/ Sub-Message*	*Major Concepts*	*Contents*	*Grade*
I. SMALL FAMILY SIZE FOR FAMILY WELFARE.				
1. To develop an understanding of a) the meaning of family b) the role of family members c) resources of the family	1.1 A family has functions and resources.	a) Different family members have different roles to play.	Type of families: extended, joint, nuclear	III
		b) Families have human and natural resources.	Role of father/mother and children.	III
			All family members contribute to the family's resources.	III
2. To develop an appreciation of a small family norm.	1.2 Family size affects family resources.	a) A small family has fewer needs and problems. b) The smaller the family, the greater the possibility for prosperity.	The advantages of a small family and the disadvantages of a big family.	III
			A small family can fulfil its needs within limited family incomes/resources, and live happily.	IV
			A big family needs more money for food, clothing, education, etc. It also needs more space. Bigger financial resources are needed to meet expenditures.	
3. To develop an awareness of the relationship between family needs and family income.	1.3 A family needs to budget.	a) A family can meet its needs by properly budgeting expenditures.	Need to budget the expenditures within family resources.	IV V
		b) Small family size enhances the equitable sharing of resources among its members.	Comparison of sharing in a large and in a small family.	IV
4. To develop an awareness of the importance of medical services in planning family size.	1.4 Family size can be planned.	a) Medical science and health facilities have made it possible to bring down the death-and birth-rates.	Benefits of child-spacing	V or VI
			Institutions/Organisations providing family planning information and services, for reducing the birth-rate.	V or VI
		b) Family size can be planned by utilising family planning services.	Role of health services in reducing the mortality rate.	V or VI
			Examples of countries where family size is successfully planned and population growth is controlled.	V or VI

Objectives	*Core Message/ Sub-Message*	*Major Concepts*	*Contents*	*Grade*
II. DELAYED MARRIAGE				
5. To develop an awareness of national laws on the age at marriage	2.1 Customs, traditions and laws affect the age at marriage.	a) Different societies and communities have different customs and traditions which encourage or discourage early marriage.	Beliefs, customs and traditions which encourage or discourage early marriage. Disadvantages of early marriage. Marriage arranged against one's choice before attaining the legal age at marriage.	V or VI
		b) Many countries have enforced laws to discourage early marriage.	Examples of countries and goups where age at marriage is delayed. Rationale of prescribing the right age at marriage, following the laws of the country.	V or VI
6. To develop an awareness of the advantages of delayed marriage.	2.2 Delayed marriage has advantages.	a) Delayed marriage helps in achieving a small family size and improving the health of both mother and child.	Advantages of delayed marriage.	VI
7. To develop a better understanding and appreciation of the importance of physical, mental and emotional matuarity.		b) Physical, mental and emotional maturity is important and a pre-requisite for parenting.	Meaning of physical, mental and emotional maturity. Concept of parenting. Better relationship between wife and husband.	V or VI
III. RESPONSIBLE PARENTHOOD				
8. To develop an understanding and appreciation of the importance of equality between boys and girls.	3.1 Sons and daughters are equal.	a) Boys and girls are equally useful members of the family and society.	Changing roles of boys and girls in modern society.	V
		b) The elimination of sex stereo-typing is necessary to wipe out prejudices against girls and daughters.	Prejudices against girls result in consequent neglect of them.	VI
		c) Equal treatment and opportunity for sons and daughters help improve the quality of life of the family and society.	Boys and girls need equal treatment by the parents. Providing equal opportunities for education and employment.	V VI

Objectives	*Core Message/ Sub-Message*	*Major Concepts*	*Contents*	*Grade*
9. To develop an appreciation of the contribution of elders for the preservation of cultural traditions and the development of the society.	3.2 The elders are assets	a) The knowledge and experience of elders are necessary for the preservation of cultural traditions and the development of society.	Value of knowledge and experience of elders. Involvement of elders in development and social welfare activities.	VI VI
IV. POPULATION PLANNING FOR ENVIRONMENTAL AND RESOURCE CONSERVATION/DEVELOPMENT				
10. To inculcate an awareness about population planning and conservation of the environment for sustainable development.	4.1 Rapid (unplanned) population growth nullifies peoples' efforts for the improvement of the quality of life.	a) Unprecedented population growth in the twentieth century due to improved health facilities.	Basic population structure and composition and growth rate. Migration to cities. Population situation in the community, country and world.	V-VI IV V or VI
		b) Development efforts are either neutralised or negatively influenced by unplanned rapid population growth.	Achievement through development efforts to fulfil man's needs. Impact of rate of population growth (RPG) on per capita availability of resources.	IV-V V-VI
11. To develop an understanding that excessive use of physical resources affects the environment, which must be protected.	4.2 Excessive exploitation of natural resources adversely affects the ecological balance.	a) Rapid population growth results in more people, their increased demands and greater pressure on resources and environment.	Increasing demand for and limited availability of resources. Unwise and excessive use of physical resources.	V-VI
		b) Sustainable development requires planned exploitation of resources without destroying the environment.	Factors contributing to the deterioration of the environment: industrialisation, urbanisation, deforestation, and so on.	
12. To develop an appreciation of the role of individuals and communities in supporting and implementing Government policies on the environment and population.	4.3 Community and family support is needed in the implementation of national population and environmental policy.	a) The successful implementation of the government's population and environmental policy depends on the active participation of individuals and communities.	Conservation and wise use of resources. Role of the individual and the community in supporting government policies on population and the environment.	
		b) Conservation, protection and development of the environment can be fostered and supplemented by individual, family and community efforts.	Government policy on population and the environment. Active involvement of the individual and the community in the preservation and renewal of the environment:: Kitchen gardening, alternative sources of energy, and so on.	

Objectives	*Core Message/ Sub-Message*	*Major Concepts*	*Contents*	*Grade*
V. REORIENTATION OF POPULATION-RELATED BELIEFS AND VALUES				
13. To develop an appreciation of the unification of efforts of the young and the old for family security.	5.1 United efforts of the young and the old for family security.	a) Reciprocity between children and elders in caring for each other enhances mutual love, family unity and security.	Responsibilities of the young to the elders.	V-VI
			Promotion of family harmony.	V-VI
VI. ENHANCEMENT OF THE STATUS OF WOMEN				
14. To develop an appreciation of the need to achieve a better quality of life through better education of mothers.	6.1 Educated mother: better quality of life.	a) The educated mother can help in the personality development of her children.	Contribution of educated mothers in the development of their children' personality.	IV-V
		b) The educated mother can rationally manage the house and the resources of the family to improve the quality of life of the family.	Home management by the educated mother.	III
15. To develop an appreciation of equal participation of men and women in decision making at the family and national levels.	6.2 Equal participation of male and female in decision-making and national development.	a) Women can participate on equal terms with the men in most occupations.	Equality in job opportunities.	
		b) Women possess special talent and inclination for certain professions, including teaching and medicine.	Preferences of women for certain professions.	IV-V
				V-VI
		c) Active participation of women in the decision-making enhances the development of the family, the community and the nation.	Participation in decision-making.	V-VI
16. To develop an understanding of the need to enhance equal opportunities for women in all fields.	6.3 Equal treatment of female in socio-economic, political and cultural activities.	a) Men and women have equal rights and responsibilities.	Equal opportunity for women in all fields: educational, economic, social, political and cultural.	V-VI

b. Integration of Population Education Core Messages for Non-formal Education

Objective	*Core Message/ Sub Message*	*Content*	*NFE Programme*	
			Literacy	*Continuing Education*
I. SMALL FAMILY SIZE FOR FAMILY WELFARE *General* 1. To understand that small family size contributes to the welfare of the family.				
Specific 1a. To discuss the roles and functions of family members. 1b. To explain that families have human, financial, and other types of resources.	1. Families have functions and resources.	Family size and family welfare 1.1 Concept and meaning of family (nuclear/extended). 1.2 Members of the family. 1.3 Roles and functions of family members 1.3.1 Traditional roles of family members. 1.3.2 Stereotyped roles for men and women. 1.3.3 Changing roles of men and women. 1.4 Family resources 1.4.1 Manpower resources knowledge, skills and talents of family members. 1.4.2 Family income 1.4.3 Material prosessions 1.4.4 Health as a family resource 1.4.5 Development of family resources 1.5 Contribution of mothers and daughters to family resources. 1.6 Child labour	1.V	V
2. To explain that family size affects the quantity and quality of family resources.	2. Family size affects family resources.	2.1 Size of family (small, large). 2.2 Effects of small or large family size on resources.	2.V	V
3a. To discuss that planned use of family resources is needed to improve the welfare of the family. 3b. To develop the skill to budget family resources, especially incomes.	3. Families need budgeting.	3.1 What is budgeting. 3.2 Need for budgeting. 3.3 Factors to consider in budgeting (needs, income, family size, and so on.) 3.4 Preparing a family budget. 3.5 Family size and family budget.	3.V	V

Objective	*Core Message/ Sub Message*	*Content*	*NFE Programme*	
			Literacy	*Continuing Education*
4. To discuss how family size can be planned.	4. Family size can be planned	4.1 Human reproductive system and process. 4.2 Concept of family planning and small family size. 4.3 Benefits of family planning (to mother, child, other family members, community). 4.4 Types and characteristics of different family planning methods. 4.5 Selection and use of acceptable family planning method, according to cultural, religious, and medical knowledge and services. 4.6 Available family planning services. 4.7 Family planning and family size. 4.8 Breastfeeding and fertility	4.V	V
5. To explain the advantage of spacing children.	5. Children can be spaced.	5.1 Concept of child spacing. 5.2 Recommended birth interval. 5.3 Advantages of child spacing. 5.4 Methods for child spacing. 5.5 Child spacing and family size. 5.6 Available services for child spacing.	5.V	V
II. DELAYED MARRIAGE *General* 1. To appreciate the value of and need for delayed marriage.				

Objective	*Core Message/ Sub Message*	*Content*	*NFE Programme*	
			Literacy	*Continuing Education*
Specific 1. To examine certain beliefs, customs, traditions, and laws which positively or negatively affect the age at marriage for men and women.	1. Certain beliefs, customs, traditions and laws affect age at marriage for men and women.	1.1 Socio-cultural beliefs, customs and traditions related to age at marriage and their implications. 1.2 Laws on age at marriage and their effects. 1.3 Implementation of marriage laws, responsibility of individuals, the parents, the community, and the government. 1.4 Need to maintain and encourage socio-cultural beliefs and laws supportive of delayed marriage. 1.5 Need to reorient beliefs, customs, traditions and laws that promote early marriage.	1.V	V
2a. To explain that delayed marriage has advantages. 2b. To marry at the right age.	2a. Delayed marriage has advantages. 2b. Marry at the right age.	2.1 Trend in age at marriage in the community. 2.2 Concept of delayed marriage. 2.3 Recommended age at marriage for men and women. 2.4 Advantages of delayed marriage. 2.4.1 Enables one to pursue education for self-development and gainful employment. 2.4.2 Gives time for the couple to become biologically, emotionally, and psychologically prepared to assume responsibilities of married life. 2.4.3 Gives opportunity for the youth to help improve the welfare of the family and the community. 2.4.4 Shortens women's reproductive period, thereby resulting in fewer children.	2.V	V

Objective	*Core Message/ Sub Message*	*Content*	*NFE Programme*	
			Literacy	*Continuing Education*
III. RESPONSIBLE PARENTHOOD *General* 1. To understand and promote the concept of responsible parenthood.		Responsible Parenthood		
Specific 1. To explain that family welfare can be further enhanced if both parents share the responsibilities of family life.	1. Parent's role in the family is a shared responsibility of husband and wife.	1.1 Concept/characteristics of responsible parenthood. 1.2 Family responsibilities. 1.3 Traditional roles of husband and wife in the discharge of family responsibilities. 1.4 Exploitation of women due to multiple burdens in their traditional roles. 1.5 Sharing of family responsibilities by husband and wife. 1.6 Effects of sharing of family responsibilities on the mother, father and children, the family as a whole, and community. 1.7 Family planning a responsibility of both parents.	1.V	V
2. To realise that both sons and daughters have an important role and place in the family and community.	2. Sons and daughters are equal.	2.1 Practices that discriminate against daughters. 2.2 Contributions of daughters to family welfare. 2.3 Contributions of girls to community development. 2.4 Opportunities to be given equally to daughters and sons.	2.V	V
3. To accept that parents have the responsibility to provide sex education for the children.	3. Sex education of the children is the responsibility of the parents.	3.1 Purpose of sex education. 3.2 Essentials and components of sex education (parts of the body and hygiene, changes at puberty, human reproductive system, boy-girl relationship, adolescent fertility, related problems, dating, courtship, marriage). 3.3 Sources of sex education information for children. 3.4 Parents as source of sex education information.	3.V	V

Objective	*Core Message/ Sub Message*	*Content*	*NFE Programme*	
			Literacy	*Continuing Education*
		3.5 When to start giving sex education information to children.		
		3.6 Effective ways of communicating sex education messages to children at different age levels.		
		3.7 Available sex education materials and sources.		
4. To explain that sexual behavior should be exercised with responsibility, for the good of the individual, family and community.	4. Responsible sexual behaviour for a healthier and happier life.	4.1 Sexual behavior and the goal of procreation.	4.V	V
		4.2 Problems associated with uncontrolled/irresponsible sexual behaviour (health, emotional, social economic).		
		4.3 Sexually transmitted diseases as a consequence of irresponsible sexual behaviour (syphilis, gonorrhea, AIDs, etc).		
		4.4 Sexual exploitation of women.		
		4.5 Need to control sexual behaviour.		
5. To maintain and perpetuate the Asian tradition of having the younger members of the family care for their elders.	5. Elders are assets.	5.1 Contribution of the elders to the well-being of the family and community.	5.V	V
		5.2 Needs of elders (physical, psychological).		
		5.3 Ways of showing respect, love and care for older family members.		
		6.1 Needs of mothers during pregnancy (proper diet, exercise, prenatal care, rest, etc.)		
6. To explain how maternal and child care promotes family welfare.	6. Maternal and child care promotes family welfare.	6.2 Needs of lactating mothers.		
		6.3 Needs of mothers after delivery.		
		6.4 Proper care of infants and children (breastfeeding, supplementary food for infants, immunization, etc).		

Objective	*Core Message/ Sub Message*	*Content*	*NFE Programme*	
			Literacy	*Continuing Education*
		6.5 Available health facilities and services for mothers and children.		
IV. POPULATION PLANNING FOR ENVIRONMENT AND RESOURCES CONSERVATION AND DEVELOPMENT *General* 1. To realise that population planning is essential for environmental protection, resource conservation and resource development.				
Specific 1. Explain the relation between rapid population growth and the quality of the life.	1. Rapid population growth nullifies the efforts of the people and the government to improve the quality of life.	1.1 Causes of rapid population growth. 1.2 Indicators of the quality of life (adequate food, clothing, shelter, education, health, recreation, good family relationship). 1.3 Effects of rapid population growth on the indicators of the quality of life. 1.4 Population planning in terms of the capacity and potential for providing resources, services and opportunities. 1.5 Family planning: a component of population planning at the family/micro level.	1.V	V
2. To describe the effects of excessive exploitation of natural resources on the eco-system.	2. Excessive exploitation of natural resources adversely affects ecological balance.	2.1 Kinds of natural resources. 2.2 Examples of excessive exploitation of natural resources. 2.3 Relation between rapid population growth and the exploitation of natural resources. 2.4 Other causes of excessive exploitation of natural resources (wasteful lifestyles, greed of business, industry, etc).	2.V	

Objective	*Core Message/ Sub Message*	*Content*	*NFE Programme*	
			Literacy	*Continuing Education*
		2.5 Concept of ecosystem and ecological balance.		
		2.6 Results of the excessive exploitation of natural resources like trees, minerals, land, wildlife, and so on.		
3. To realise that population and environmental policies cannot be successfully implemented without the active participation of the people.	3. Community and family support is needed in the implementation of the national population and environmental policy.	3.1 National population policy.	3.V	V
		3.2 Environmental policy.		
		3.3 Programmes for implementing population and environmental policies.		
		3.4 What individuals, families and communities can do to help implement population and environmental policies.		
4. To show that rapid population growth affects water supply.	4. Rapid population growth affects the quantity and quality of water supply.	4.1 Sources of water.	4.V	V
		4.2 Pollution of water.		
		4.3 Rapid population growth, water supply and water pollution.		
		4.4 Prevention of water pollution.		
		4.5 Effects of drinking and using polluted water.		
		4.6 Effects of polluted water on crops and animals.		
		4.7 Ways of making water safe.		
V. RE-ORIENTATION OF POPULATION – RELATED BELIEFS AND VALUES				
General				
I. To understand and appreciate that there are population-related beliefs and values that need re-orientation in the light of emerging needs and situations.				
Specific			I.V	V
1. To understand that both old and young members of the family have a say in matters that affect family security and welfare.	1. Concerted efforts of young and old ensure family security and solidarity.	1. Elements of family security.		

Objective	*Core Message/ Sub Message*	*Content*	*NFE Programme*	
			Literacy	*Continuing Education*
		2. Examination/re-orientation of the belief that children should not be heard, even on matters that concern them; that parents and older family members know what is best for the family and the children.		
		3. Participation of children and young family members in decision-making on matters that affect them.		
2. To appreciate and respect those people who remain single.	2. Single women can be happy and can lead a respectable life.	2.1 Attitudes of people towards unmarried women.	2.V	V
		2.2 Reasons why some women remain single.		
		2.3 Benefits of single women to themselves, their families and communities.		
		2.4 Singlehood: a vocation in life, in addition to a married life and a religious life.		
3. To encourage mothers to breastfeed in their interest and that of their children and as a means of birth spacing.	3. Breastfeeding is good for maternal and child health as well as for child spacing.	3.1 Bias against breastfeeding by many young mothers as a result of propaganda by milk and baby food manufacturers.	3.V	V
		3.2 Reasons why mother's milk is best.		
		3.3 Medical advice on breastfeeding.		
		3.4 Promotion of breastfeeding.		
4. To identify and discuss certain values in education, labour and employment that work against women.	4.1 The parents and the community should enable women to receive higher education.	4.1 Attitudes of parents and the community towards the education of women.	4.V	V
		4.2 Rights of women to education.		
		4.3 Benefits of the education of women to themselves, their families and the community.		
		4.4 Discrimination against women in some profession.		

Objective	*Core-Message/ Sub Message*	*Content*	*NFE Programme*	
			Literacy	*Continuing Education*
	4.2 Women should be encouraged to pursue a profession of their choice.	4.5 Stereotyped professions and courses for women.		
		4.6 Discrimination against women in salary and wage scales.		
	4.3 Women should receive equal wages as men for the same work.	4.7 Ways and measures to eliminate or reduce discrimination against women in education and employment.		
VI. ENHANCEMENT OF THE STATUS OF WOMEN				
General 1. To take steps to enhance the status of women.				
Specific 1. To identify and examine traditional values that adversely affect the status of women.	1. Some traditional values adversely affect the status of women.	1.1 Examples of customs, traditions and beliefs that perpetuate the low status of women.	1.V	V
		1.2 Analysis/classification of these values.		
		1.3 Disadvantages of maintaining the low status of women (to the women, to their families, to society)		
2. To discuss the role of educated mothers in promoting a better quality of life.	2. Educated mother: better quality of life.	2.1 Concept of the quality of life.	2.V	V
		2.2 Ways in which the educated mother enhances the quality of life of her family.		
		2.3 Ways in which the educated mother can promote a better life for the community.		
3a. To impress women with the importance of organising themselves for their betterment, as well as of their community.	3. Women should take the initiative to organise themselves for their betterment and that of the community.	3.1 Importance of organising into action groups.	3.V	V
		3.2 Skills in group organisation.		
3b. To develop in women the skills needed for working together to enhance their status.		3.3 Projects which women action groups can plan and implement.		
4.1 To understand that women constitute half of the country's population.	4. Equal participation of men and women in decision-making and national development.	4.1 Proportion of men and women as members of the country's population.	4.V	V

Objective	*Core-Message/ Sub Message*	*Content*	*NFE Programme*	
			Literacy	*Continuing Education*
4.2 To explain that women's participation in decision making in the home makes for better family decisions and relationships. 4.3 To understand that women's participation contributes significantly to national development.		4.2 Situations in a family where important decisions have to be made. 4.3 Role of women in decision-making in the family. 4.4 Concept of national development and equal participation. 4.5 Examples of contributions that women can make in different fields and aspects of national life. 4.6 Women who have made important contributions to national development.		
5. To give equal treatment to women in socio-economic, political and cultural activities.	5. Equal treatment of men and women in socio-economic, political and cultural activities.	5.1 Examples of discrimination against women in: 5.1.1 laws of the country 5.1.2 education/profession 5.1.3 labour/employment 5.1.4 politics/government service 5.1.5 others. 5.2 Measures and means to reduce and eliminate discriminatory practices against women. 5.2.1 legislation 5.2.2 educating the people, particularly women. 5.2.3 women organisation. 5.2.4 others.	5.V	V

2. Population Education Core Messages Developed In Pakistan

The core and sub-core messages developed in Indonesia were re-validated in the regional workshop held in Islamabad, particularly during the data gathering phase in two communities (Saidpur village and Muslim community). The core and sub-core messages were thoroughly discussed and analysed vis-a-vis the community and school surveys, in which problems, issues and needs were highlighted. The core and sub-core messages were adopted in learning programmes (primary and literacy) aimed at target clients (primary school children, out-of-school youth, women and other adults) of the APPEAL programmes. It should be noted, however, that the list of core messages and sub-core messages is by no means exhaustive.

a. Population Education Core Messages and Sub-Messages for Integration in APPEAL

Core Message	*Primary Education*	*Pre-Literacy Programme*	*Post Literacy Programme*
I. SMALL FAMILY SIZE FOR FAMILY WELFARE			
1. A family has functions and resources that determine the quality of life of its members.	X	X	X
2. Family size affects family functions and resources.	X	X	X
3. Family size can be planned.	X	X	X
II. RIGHT AGE AT MARRIAGE			
1. Customs, traditions and laws determine the age at marriage.	X	X	X
2. The right age at marriage is a function of physical, economic and emotional maturity.	X	X	X
3. Age at marriage affects family size.	X	X	X
4. Age at marriage affects the health of the mother and the child.	X	X	X
III. RESPONSIBLE PARENTHOOD			
1. It is the parents' responsibility to ensure the proper growth and development of children.		X	X
2. Responsible parenthood assumes that every child is a wanted child.		X	X
3. Both husband and wife share responsibility in planning and raising a family.		X	X
4. Sons and daughters are equally valuable.	X	X	X
5. Sex education of the children is the responsibility of both parents.		X	X
6. A couple's responsible sexual behaviour ensures a healthier family life.		X	X
AIDS and STD result from irresponsible sexual behaviour.		X	X

Core Message	*Primary Education*	*Pre-Literacy Programme*	*Post Literacy Programme*
IV. POPULATION AND DEVELOPMENT			
1. Development affects and is affected by population growth.	X	X	X
2. Births, deaths and migration affect employment opportunities, health status, educational services and demands, on natural and other resources.	X	X	X
3. Rapid population growth adversely affects the environment.	X	X	X
4. Urbanisation and unequal population distribution result from uneven development.	X	X	X
IV. RE-ORIENTED POPULATION – RELATED BELIEFS AND VALUES.			
1. Single women can be happy and can lead respectable lives.	X	X	X
2. Breastfeeding promotes maternal and child health.	X	X	X
3. Breastfeeding promotes child spacing.		X	X
4. Elders are an asset to a family and the society.	X	X	X
5. Education for All is the key to a good quality of life for the nation.	X	X	X
6. Improved morbidity and mortality rates help reduce the demand for more children.		X	X
VI. ENHANCEMENT OF THE STATUS OF WOMEN			
1. Some traditional values positively or negatively affect the status of women.	X	X	X
2. An educated mother is key to a better quality of family life.	X	X	X
3. Women should be able to participate actively in all decision-making affecting them, the family and the community.	X	X	X
4. Women should have access to information and services, particularly health and education.	X	X	X
5. Strong government support is necessary to empower women and to eliminate discriminatory law and policies.	X	X	X

b. Population Education Core Messages, Sub-messages and Learning Contents for Integration in APPEAL

Core Message and Learning Content Derived from Survey	*Programme*		
	Primary Education	*Pre-Literacy Programme*	*Post Literacy Programme*
SMALL FAMILY SIZE FOR FAMILY WELFARE			
1. Extended and joint families result in population growth.	X	X	X
2. A small family is a happy family.	X	X	X
3. Parental desire for male children can result in a large family size.	X	X	X
DELAYED MARRIAGE			
1. The right age at marriage for both sexes is between the ages of 25 and 30 years.	X	X	X
2. Early marriage contributes to rapid population growth.	X	X	X
3. Unstable family conditions bring about early marriages.	X	X	X
4. Early marriage adversely affects the quality of life of the couple.	X	X	X
RESPONSIBLE PARENTHOOD			
1. Family planning services should be a part of health and educational services.		X	X
2. Child spacing reduces infant mortality.		X	X
3. Family planning is the parents' shared responsibility.		X	X
4. Young boys and girls need to know about love, courtship and marriage to make rational decisions.		X	X
5. Responsible parenthood requires long term planning.		X	X
6. Abortion is not an accepted method of family planning.		X	X
POPULATION AND DEVELOPMENT			
1. Population growth affects the quality of life.	X	X	X
2. Rapid population growth affects the socio-economic status of a family.	X	X	X
3. Rapid population growth affects employment and educational opportunities.	X	X	X
4. Poverty is a result of rapid population growth.	X	X	X
5. Illiteracy causes poverty, poverty causes illiteracy.	X	X	X

Core Message and Learning Content Derived from Survey	*Programme*		
	Primary Education	*Pre-Literacy Programme*	*Post Literacy Programme*
6. High dependency ratio is related to poverty.	X	X	X
7. High infant mortality is related to poverty.	X	X	X
8. Pollution of the environment is the result of poor health and sanitation practices.	X	X	X
9. Population welfare programmes need government support.	X	X	X
RE-ORIENTED POPULATION-RELATED BELIEFS AND PRACTICES			
1. Breastfeeding promotes the health of mother and child.		X	X
2. It is the responsibility of the parents to delay the marriage of their children.		X	X
3. Parents must respect their children's right to determine their choice of civil status, as well to choose their future spouse.		X	X
4. Children are God's gifts for which parents need to plan.		X	X
5. Children should look after their parents' welfare.	X	X	X
6. Elders have their own roles to perform in the family and the society.	X	X	X
7. Bringing up children is also the father's responsibility.		X	X
ENHANCEMENT OF THE STATUS OF WOMEN			
1. Women need to be educated, particularly on their rights and duties.	X	X	X
2. The status of women must be raised to improve their quality of life and that of their family.	X	X	X
3. Baby girls must be valued as much as baby boys.	X	X	X
4. Women should be allowed to choose their civil status.	X	X	X
5. Women need wholesome recreation.	X	X	X

ANNEXES

Annex I

List of Participants of the Regional Workshop on Integration of Population Education Core-Messages in APPEAL held at Jaya-Giri, Indonesia

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Annex II

List of Participants of the Regional Workshop on Integration of Population Education Core-Messages in APPEAL, held in Islamabad, Pakistan

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